

DEPARTMENT OF MINES AND RESOURCES

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Minister

INDIAN SCHOOL BULLETIN

Issued by the Education Division

INDIAN AFFAIRS BRANCH

No. 3 Vol. 4 Items 15 - 25

January 1950

next issue March 1950

Children enjoy planning with their teacher ways to make their school and classroom attractive. Furthermore, a child learns to care for and to respect personal and public property through his interest in the appearance of his classroom. He is less likely to deface public property if someone has marred his own favorite picture.

Note

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Superintendents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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<sup>#</sup> indicates article of special interest to Indian Affairs Branch officials.

In the teaching of Reading it is just as important to create in the child a love of reading as to teach him the mechanics.

## PART I:

## SCHOOL ADMINISTRATION

# 15 EDUCATION WEEK

The dates for Education Week have now been announced as March 5 to March 11, 1950. This week is now jointly sponsored by no fewer than eleven national organizations including

Canadian Teachers' Federation  
 Canadian Federation of Home and School  
 Canadian School Trustees' Association  
 National Council of Women of Canada  
 Canadian Legion  
 Canadian Manufacturers' Association  
 Canadian Chamber of Commerce  
 Trades and Labour Congress of Canada  
 Canadian Congress of Labour  
 Canadian Federation of Agriculture  
 Canadian Association for Adult Education

The general theme is EDUCATION - EVERYBODY'S BUSINESS. The daily topics are as follows:

Sunday	March 5	- The Church
Monday	" 6	- The Home
Tuesday	" 7	- The School
Wednesday	" 8	- The Farm
Thursday	" 9	- Industry and Commerce
Friday	" 10	- Labour
Saturday	" 11	- The Community

Each Indian Day and Residential School principal and teacher should plan now to observe Education Week and to arouse as much interest as possible in the work of their schools. It is most important that our teaching staff carry on this work in "Public Relations" with Indian parents, Chiefs, Councillors and Missionaries.

Some teachers last year formed local Education Week committees composed of a Missionary, one of the Indian Chiefs or Councillors and possibly the Indian Superintendent or Assistant if available. They planned programmes for Education Week and the following is a list of suggested ideas:

- (1) OPEN HOUSE - SCHOOL VISITING DAYS - Parents and others interested visit the school, suggested for Tuesday March 7
- (2) OPEN HOUSE AT NEARBY RANCHES, farms, mills, public utilities.
- (3) POSTERS AND PAMPHLETS - Hold a local poster contest with a small prize for the best entry.
- (4) PARTICIPATION BY THE CHILDREN

Let pupils plan and carry out as much as possible of the School Open House programme.

- (5) SOCIAL EVENTS

Provide opportunities at a social evening (bean supper, bingo, concert and dance) for an intermingling of teachers, parents, chiefs and councillors, missionaries, etc. (suggested for Friday, March 10).

- (6) CHURCH SERMONS

- (7) DISPLAYS AND DEMONSTRATIONS

Arrange for displays of school work in store windows, trading posts, etc., with your best poster from the poster contest.

(8) PUBLICITY FOR THE WEEK'S PROGRAMME

- (a) Send circular letters to parents and others on your reserves.
- (b) If there is a local paper, write out a short article outlining your programme of activities.
- (c) If your Indians deal with a local merchant have him mention your Education Week in his advertisements.

IT IS YOUR DUTY TO HELP MAKE OUR INDIANS

"EDUCATION MINDED".

16 LIBRARY ISSUE - MARCH BULLETIN

The last library issue of the Bulletin was February, 1949. The next issue containing our annual library list will be March, 1950.

Conditions are now returning to normal in the book supply business and we have been able to secure a good stock of library titles. These have been carefully selected with a view to their suitability for use in our Indian schools. The quality is much better than in former years and the illustrations, text, etc., are also improved greatly.

We had hoped to issue this list with the present issue of the Bulletin but all our stocks have not yet arrived from the publishers.

17 WHAT CAN THE TEACHER DO FOR THE UNPOPULAR CHILD ?

It has been established by authorities in the social sciences that in any group of people there are, on the average, about 15% of them who are lonely individuals and who are not popular with the other members of their group. This means that in a class of 30 pupils, there are likely to be 4 or 5 who are shy and who will need your help in overcoming social maladjustments. In fact, it is your responsibility to help the child in social adjustment and to assist in preventing what might later develop into serious trouble.

Many teachers do not realize their responsibility in this connection. They feel that if they teach the curriculum and maintain discipline, they are doing their proper job. There is much more to teaching than this, and often because these shy and retiring pupils do not cause any trouble in class, the teacher fails to realize the strain under which they are working.

How can the teacher recognize these children ?

Psychologists recommend the use of the sociogram as a technique in locating children of this type. A sociogram is easy to construct and to interpret. Any teacher can prepare one which will assist her in locating these maladjusted children. The various steps in constructing a sociogram are as follows:

The class is given a written test in which each child answers the following questions:

- (a) Which pupils would you prefer to have sit near you in the classroom?
- (b) With whom would you prefer to play at recess?
- (c) Who is the best boy or girl to be class president?

Each child lists 4 choices in order of preference, so that the first question on the blackboard would look as follows:

(a) Which pupils would you prefer to have sit near you in the classroom?

1 -  
2  
3  
4

How is the Sociogram prepared ?

The results of this test are then shown on the sociogram plotted as follows:

(a) Take a large sheet of drawing paper and represent each boy by a circle, and each girl by a triangle.

(b) Indicate the direction of choices by arrows drawn between the signs, with solid arrows showing mutual choices and broken lines one way choices.

(c) The number of votes each child receives is placed within the circle or triangle beside his or her name.

How to analyze the Sociogram

Most teachers will be quite surprised at what the sociogram reveals. You will find that some pupils are shown to be very popular, while a few are not chosen by any of their classmates. It is these latter children who need your very special attention.

You will also find that solid lines among 3 or 4 students indicate cliques. Such cliques are not considered to be desirable in a democratic social group.

What remedial measures can the teacher take to correct such a situation ?

Naturally, it is impossible to give details as to what teachers can do in particular cases. The first step, of course, will be to recognize that certain of your pupils are not popular with the others, and may in fact be rank outsiders. Such a situation as this can lead to grave consequences. A pupil who is not accepted socially by his fellow pupils is almost certain, sooner or later, to develop nehavious habits that are unacceptable, and which will lead to serious trouble.

One remedial measure which is suggested, is that the teacher try in an unobtrusive way to make the boy or girl accepted by the class, by pointing out his or her special attributes or by providing an opportunity for the class to realize his or her good points.

Once the diagnosis has been made, the skilful teacher will devise remedial measures to make sure that the shy friendless child is included in the group activities. The best mode of attack is to find out if the child has some special skill or ability or hobby, and then give him an assignment in which his special aptitude will enable him to win the esteem of his classmates.

There has recently been published by the Department of National Health and Welfare, a booklet which deals with the related problem of the backward child, not that it should be inferred that a child who is not accepted by the group is backward, because often the reverse is the case. However, you will find such children, and this booklet entitled "The Backward Child" will help you greatly in handling their problems.

The chapters are, Neat and Tidy, Good Health Good Manners, Teaching Good Habits, Toilet Training, Eating and Dressing, Learning Proper Behavicus, Obedience, Play and Playthings, Developing Skills, Reading Writing, and The Child Sets the Pace.

While the purpose of this booklet is to help parents in the care and training of the backward child in the home, our teachers will find it very

helpful in dealing with mentally retarded pupils. In fact, every one of our schools should have a copy of this booklet on the teacher's desk for reference. They are obtainable by sending the order form attached to this Bulletin to the Education Division.

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DUPLICATORS

The policy of the Education Division with regard to duplicators will in future be as follows:

1. For Indian day and residential schools with an annual average attendance of over 100 pupils, a duplicating machine will be provided. This will be a stencil type rotary drum unit. This stencil can be used either with a typewriter or with a stylus.

These new machines will be provided only to schools which do not have duplicating machines of this type or similar at the present time. Therefore, in submitting requisitions, principals must state clearly that they have no duplicating machine at the present time. If they do have a machine which is beyond repair, they must state the approximate date of its provision by the Department.

2. For Indian day and residential schools with an annual average attendance of over 50 pupils, a hectograph unit will be provided. This will be a repeater duplicator or equivalent with a stand, two duplicating surfaces, twelve sheets of carbon paper, four hectograph pencils and a sponge. This hectograph has four suction cup rubber legs and the duplicating film is firmly held by clamps. When the work has been run off, the film is removed and a new one added. After about 24 hours, the other film is ready for use again.
3. For Indian day and residential schools with an annual average attendance of over 20 pupils, a hectograph will be provided. This will have a stand, two duplicating surfaces, a sponge and a pencil.
4. For Indian day and residential schools with an annual average attendance of under 20, a hectograph pan and gelatin compound will be provided.

SUPPLIES FOR DUPLICATING AND HECTOGRAPH MACHINES

For the duplicating machines, the following supplies are available on requisition:

Stencils - Be sure to provide specific information as to type of machine and size of stencil.

Ink

Shading pen and shading wheel, Stylus.

Correcting fluid

Paper - Shown on main requisition form

For gelatin and hectograph units, the following supplies are available on requisition:

Duplicating films - These can be used for (2) and (3) above. Each film is ready to use as it is received.

Hectograph pencils

Hectograph ink

Hectograph carbon paper

For Hectograph pans, the following supplies are available on requisition:

Hectograph compound in 1 pound tins only,  
Pencils,  
Carbon, etc., as for above.

HECTOGRAPH WORKBOOKS:

These have proven to be very popular and therefore, we have planned to provide additional quantities this year. These can be used on the gelatin type machines only. In most cases the books are illustrated and are designed to provide useful seatwork for the various grades. The titles are as follows:

Study Lessons in Phonics Set 1  
Study Lessons in Phonics Set 2  
Getting Ready for Reading  
A Book of Little Books  
Jack and Jill Go to School  
Jack and Jill At Home  
A Word Book for the First Grade  
Play and Work with Numbers  
Practice Lessons in Art  
Animal Stories  
Friends in Field, Stream and Forest  
Indians Long Ago and Now  
How People Live in Other Lands  
Trains, Boats and Airplanes.

The titles still in stock from last year are as follows:  
These are described in the February 1949 issue of the Bulletin.

Bob and Sue  
Reading, Book No. 1  
Reading, Book No. 2  
Health Book.

The descriptions of the new titles are as follows:

1. Study Lessons in Phonics Set 1 - 67 pages. Ditto.

This series of lessons in phonics is in two sets. The lessons are not designed to take the place of the presentation of phonetic elements by the teacher but are to provide drill and to give practice in applying phonetic knowledge. The exercises are excellent and each page is illustrated with simple pictures.

2. Study Lessons in Phonics Set 2 - 80 pages. Ditto.

This book is the second in the series and should be preceded by set one. This set should be used in late Grade 2, whereas, Set one should be used in late Grade 1 and early Grade 2.

3. Getting Ready for Reading - 45 pages. Ditto.

These are individual lesson sheets for the reading readiness period. There are several pages on pre primer training, matching pictures, matching labels, colouring and other useful seatwork activities. Recommended for the first three to six months of school.

4. Pre-Primer - A Book of Little Books - 90 pages. Ditto.

This consists of several little books of from three to ten pages. They are prepared so that the pages fold to make a little book. Teachers run off three or four pages in the book and the children fold the pages to make their own little books. The material is pre-primer and many pupils can do the work without much help from the teacher. There is plenty of activity, mainly colouring with crayons. When finished the children take the picture books home to their parents to show them what they are learning.

5. Jack and Jill Go to School - 63 pages. Ditto.

This is a series of lessons which could be used to supplement any pre primer. The vocabulary consists of 74 basic words from the Gates list. These words were selected after a study of the vocabularies of ten of the leading primers. The book consists of stories about Jack and Jill who twins and going to school for the first time. Recommended for pre-primer period.

Hectograph Workbooks (continued)

6. Jack and Jill At Home - 64 pages. Ditto.

This book has a vocabulary of 112 basic words. The book consists of stories about Jack and Jill and their further adventures. Recommended for primer period.

7. A Word Book for the First Grade - 64 pages - Ditto.

This workbook contains sixty-four separate lessons designed for Grade 1 and provides excellent supplementary teaching material. It is designed to help children to learn words. The vocabulary is as in Jack and Jill and after the first few pages are covered, the children should be able to do the remaining seatwork on their own. The children should save the pages and make them into a workbook to which they can refer when they forget a word in their silent reading or oral reading. We recommend this for late Grade 1 as a valuable means of teaching vocabulary.

8. Play and Work With Numbers - 63 pages - Ditto.

This is a set of lessons for Grade one which provides a valuable supplement to Jolly Numbers. The lessons can mainly be done by the children on their own and should be very useful as seatwork material. Recommended for late Grade 1 and early Grade 2.

9. Practice Lessons in Art - 62 pages - Ditto.

This book will help your pupils as they start to draw. The little child learns to draw directly from animals and people. The drawings are very simple and Indian children in grade one should enjoy making the drawings as described in the pictures. Most of the work can be done by the children without any help from the teacher.

Nature and Social Studies:

10. Animal Stories - 75 pages - Ditto.

This is a workbook with excellent stories of animals which one would find in the circus or at the zoo. Each story is illustrated with seatwork questions. There are several units of work and related activities suggested. Recommended for Grades 3 and 4.

11. Friends of Field, Stream and Forest - 64 pages - Ditto.

These are workbook lessons in nature study. The animals in this book are those which the average Indian child will find living near his home reserve. There are stories about squirrels, chipmunks, muskrats, bears, deer, ducks, geese, owls, etc. This book is composed of little illustrated stories followed by seatwork questions. It is felt that this would be preferable to the book illustrated above and would be useful in Grades 3, 4 and 5.

12. Indians, Long Ago and Now - 72 pages - Ditto

While this concerns American tribes to some extent, the sections on tepees, Indian children, clothes, etc., will be interesting to our Canadian Indians. It provides supplementary reading material for Grades 3 and 4. The stories are illustrated and are followed by silent reading questions.

13. How People Live in Other Lands - 64 pages - Ditto

This is a series of attractive study lessons designed in picture form dealing with the people of the Congo, the Nile, Holland, Eskimos, etc. They are illustrated and have many questions. It is recommended for Grades 4 and 5 and is accompanied by a teachers' manual with the answers to the questions.

14. Trains, Boats, and Airplanes - 40 pages - Ditto.

This is not a booklet but an envelope dealing with the various means of transportation, well illustrated and with suggested activities. Recommended for Grades 5 and 6.

Nature and Social Studies (cont'd.)

15. Geography Map Sets - Ditto

Each set consists of 10 maps - World, Africa, Asia, Europe, North America, South America, Australia, Canada, British Isles and U.S.A. These were specially packaged for our Indian schools and are available for each classroom enrolling grade 5 or upwards. (The scale of issue does not apply to this set of maps).

SCALE OF ISSUE OF HECTOGRAPH BOOKS

One book for each 5 pupils in average annual attendance. For example, if your school had an average annual attendance last year of 27.6 pupils, they you are entitled to 5 of the above titles. No school can get more than one copy of a title unless a special request is made.

Use of Hectograph books

Experienced teachers will naturally think of many ways in which these hectograph books can provide useful seatwork materials. One of the best uses in the one-room rural school is that described below:

- (a) For each grade from three upwards, prepare a large sized envelope, such as is used in mailing the Bulletin. Print neatly and clearly on this envelope "Grade 3 Seatwork", "Grade 4 Seatwork", etc.
- (b) Carefully pin these envelopes to the wall at pupil level, using heavy thumb tacks and reinforcing circles so that the envelope will not tear down easily (adhesive tape reinforcing will also serve).
- (c) Into these envelopes place hectograph pages of seatwork. From the above list of books each teacher can secure an adequate selection which will serve most of her grades.
- (d) When a child is finished his ordinary seatwork and is free, he goes over to the seatwork envelope and takes out an assignment which he has not previously completed. He returns to his seat, does the exercise and places it with his scribbler, in a large box placed specially for the purpose on a side table.
- (e) Each child is expected to do at least three seatwork assignments during the week. Once he has completed three such assignments, he can then take out a library book whenever he is free.
- (f) It is suggested that a special scribbler be used for this work - call it the "special" scribbler or some such title.

There are many other ways in which this hectograph seatwork material can be used but the above is a simple device which accomplishes two purposes: (1) it provides extra seatwork for the faster pupil and (2) it provides an incentive for each pupil to do extra work and thus gain "library privileges".

19 HOW GOOD IS YOUR DAILY ATTENDANCE ?

It has been decided to reward those Indian day schools with a percentage attendance which indicates that the school is attracting the children and in which they are maintaining good attendance. The following method will be used to decide those day schools which are entitled to extra library books:

- (a) Each teacher checks the register and determines the percentage of attendance for the first four months of the 1949-50 academic year. These percentages are added and the average is taken.

For example, if your percentage of attendance was as follows:

September, 1949	83.6
October 1949	84.1
November 1949	89.2
December 1949	79.8
Total:	336.7

Average Percentage: 84.1

(b) For schools with more than one room, the senior teacher or principal averages the classroom attendances.

The rate of issue of these bonus library books will be as follows:

1. For schools with average percentage attendance of between 70.0 and 79.99 ..... 1 packet of 5 books.
2. For schools with average percentage attendance of between 80.0 and 89.99 ..... 2 packets of 5 books.
3. For schools with average percentage attendance of over 90% ..... 3 packets of 5 books.

The packets of books offered are as follows:

Block 1

What Am I  
Little Golden Book of Poetry  
Singing Games  
Nursery Songs  
The Animals of Farmer Jones

Block 2

The Golden Sleepy Book  
Counting Rhymes  
The Fuzzy Duckling  
Good Morning, Good Night  
Guess Who Lives Here

Block 3

Snow White and the Seven Dwarfs  
The Poky Little Puppy  
Bedtime Stories  
Animal Babies  
Nursery Tales

The descriptions of these books are as follows:

Block 1 - What Am I

Written by specialists in primary education. This is a brightly illustrated book of picture quizzes recommended for Grades 2 and 3.

The Little Golden Book of Poetry

Recommended for Grade 4 and upwards and containing a selection of children's favorite poems including Merry Sunshine, I Saw a Ship and The Swing, all beautifully illustrated.

Singing Games

This is an excellent book published by a well-known author of children's music. There is a short description of the game to be played with the music and words. This is highly recommended for Indian pupils up to Grade 6.

Nursery Songs

Such favorites as London Bridge, A Hunting We Will Go, etc., all beautifully illustrated in colour.

The Animals of Farmer Jones

Ideal for Grades 3 and 4 and containing illustrated stories of a cow, a horse, a duck, etc.

Block 2 The Golden Sleepy Book

These are bedtime stories dealing with the little animals of the forest and are beautifully illustrated. This book was prepared under the direction of the Writers Laboratory and the Bank Street Schools in New York and is highly recommended for grades 3 and 4.

Counting Rhymes

These are well-known rhymes such as "This Little Piggy" and "Ten Little Indians" which involve counting. Well illustrated and recommended for Grades 1 and 2.

The Fuzzy Duckling

The story of a little duckling and its adventures with the other animals of the farm. Recommended for reading by Grade 2.

Book 2 (cont'd.)

Good Morning, Good Night

The story of a little boy who did not like to get up in the morning and a little girl who did not like to go to bed at night. Well illustrated in colour and recommended for Grades 2 and 3.

Guess Who Lives Here

This is another Bank Street School book by a teacher and is similar to "What Am I?". These are riddles in reading and recommended for Grades 2 and 3.

Block 3

Snow White and the Seven Dwarfs

The famous story with illustrations. Recommended for Grades 4 and 5.

The Poky Little Puppy

The story of five little puppies and their many adventures. Recommended for Grades 3 and 4.

Bedtime Stories

Including Chicken Little, The Three Bears, The Three Pigs, and Little Red Riding Hood. Very well illustrated and recommended for Grades 3 to 5.

Animal Babies

This is a beautifully illustrated book with each page having a coloured picture and a little story about the animal shown in the picture. This will appeal to children in Grades 3 and 4.

Nursery Tales

There are fewer illustrations and more reading in this book. The stories are Tom Thumb, The Elves and the Shoemaker, The Three Billy Goats Gruff and the Golden Goose. Recommended for Grades 4 and 5.

Get out your register and figure out your average attendance. Then use the special form attached to this issue, and order the "bonus" library books you and your pupils have earned.

PART II: TEACHING METHODS

20 WHEN SHOULD A CHILD BEGIN TO READ ?

(Adapted from an article appearing in "Indian Education", a teacher's magazine published by the United States Indian Service.)

Some critics of Indian schools stress the fact that most Indian children are not taught to read during the first year they are in school. Many of these critics are employed within our own Department - and some are teachers. They insinuate that the delay is caused by administrative devotion to "Progressive education" or "soft teaching" - and suggest that they could teach Indian children to read as soon as they enter school - if they were only allowed to follow their own preferences. Persons who take this position merely betray their lack of knowledge of the facts of reading readiness. Throughout the public schools of this country, it has not been uncommon for more than 30 per cent of first graders to be held back from promotion at the end of the first year because they haven't learned to read. The educational laboratories of many colleges for at least thirty years have been wrestling with the problem of reading, trying to determine what are the factors that must be right before a child learns to read.

When one-third of English-speaking white children in public schools, who come from English-speaking homes, in which books, magazines and newspapers abound, and from parents who are over eager that the child learn to read, fail to make the reading adaptation during the first year in school, it should not be strange that a similar situation is found to exist among Indians.

Michigan University Reports on Reading

A recent article by an authority on reading problems, is devoted to a discussion of this problem. For twenty years the Michigan University Elementary

chool has been making studies of how children grow, and correlating these with educational progress. In answering the question, "When should my child learn to read?" Dr. Olson gives as one answer: "When he is ready," and proceeds to define readiness:

"If he is ready and the people around him value reading as an accomplishment, nothing can stop him. If he isn't ready, he is remarkable in his ability to resist teaching, and much time and effort are wasted. You will naturally ask, "How can I tell when he is ready?" He will tell you. He becomes willing to spend time with pictures and books. He asks questions about letters and words and numbers. He pretends to read and write. He takes suggestions and help, and asks for more.....

"Behind the seeking behavior of the child who is ready to read we know that there are powerful growth influences. It is because of this that a child cannot learn to read until he is ready, in spite of the best teaching that can be devised. It is because of this that children learn to read with a wide variety of teaching methods when they are ready. It is because children differ so much in their rate of growth that no one can give an average life age when children should learn to read. A child will show an interest and respond to teaching when he is mature enough and this may be anywhere between chronological ages four and eight and even later. What do we mean by mature enough? We simply mean that he has the necessary physical and mental equipment.

#### Maturity is Determining Factor

"Maturity may be judged in part by the behavior of the child. One notes that he is able to pay attention for longer periods of time, he engages in less silly behavior and is not distracted as easily.....

"The way a child matures as a whole individual is more important than any single aspect of his growth. Roughly, a boy learns to read when he has the average mentality of a child of six years and six months, when he weighs 47 pounds, when he has a height of 47 inches, when he has two six-year molars in the upper jaw and two in the lower, when an X-ray shows 7 small wrist bones, and when a special instrument reveals that he can squeeze with his hand with a strength of 26 pounds. One must consider all symptoms of maturity simultaneously, for a child who appears to be tiny in height and weight may be high enough in other things to balance, and make him fairly mature..... (A similar pattern of reading maturity in girls is given.)

"Since little can be done to force maturity it is not surprising that we must be patient in letting the child grow into readiness for reading."

It is of course, very easy to ask what a child's height has to do with his learning to read. The answer is simply that the description furnished by Dr. Olson pictures the average child when he begins to read, and probably furnishes information which is not relevant to reading - but which does tell all of the various things about a child's growth that occur when his physiological and psychological development have reached a point where he is ready to learn to read. The average teacher is not equipped to make this assortment of measurements - but with skill and sensitiveness she may learn to recognize many of the outward signs of reading interest which are symptoms of dawning readiness. This is in average public school with English-speaking children.

Many Indian schools, especially those in the Northern parts of the Provinces and in the Northwest Territories, enrol many beginners who neither speak nor understand the English language. Experience in Indian Education has proved that with the most carefully directed instruction, it requires at least a year before beginning non-English-speakers acquire a large enough vocabulary to exchange ideas in the English language. Patently, any successful instruction in reading must be preceded by the acquisition of a speaking vocabulary in English. Important as this is - it is even more important that this becomes a thinking vocabulary, before any rapid progress in reading, or in other forms of learning can take place.

(The next article in this series will be entitled "Initial Reading Readiness" and will appear in the March Bulletin).

(Our teachers may often wonder at the great stress laid in this magazine on the teaching of Reading. This is due to the fact that our whole teaching policy is based on this one subject. First comes the spoken word - and then the written word. The teaching of English, both oral and written, is the main purpose of our Indian schools. If this is done well, the teaching of all other subjects becomes a relatively easy matter.

The following notes are adapted from the "Teachers Service Bulletin in Reading", published by the Macmillan Company of Canada. It will appear in two parts).

Most teachers keep notebooks full of suggestions which guide them toward better teaching. As I visited schools, talking with teachers and studying their problems, I became interested in these notebooks, which record the little tricks each teacher has found to help her meet the problems she faces every day. Many of the problems seemed to be common to all teachers, regardless of their years of experience or the grades they taught. Some of the suggestions listed in the notebooks were so clever and helpful that I found myself gathering them into my own notebook.

In the following paragraphs I give you these hints "From a Reading Teacher's Notebook," some of them my own and others gleaned from the notebooks of many teachers in many schools.

A basic reader is written in purposeful sequence, and should be studied and read consecutively. Skipping around interrupts the steady development of reading power which the reader was designed to build up.

A similar sequence is employed in the construction of the basal reading series. The intended progression of the series should be followed if pupils are to gain the greatest reading strength from each reader in the series.

The basic reading program is not finished at the end of any reader level, but should be a continuing program throughout all the school life of the child.

The instruction from a basic reader should last a full year, so that children have time to assimilate the ideas and master the skills which have been introduced. To finish two or three or even four different basic readers in a year is not the goal. The important thing is for the child to understand fully what he studies, not to cover hastily a great amount of work. Basic readers are intensive, rather than extensive.

In using a basic reading series, follow the manuals or guide books closely and consistently for minimum essentials, particularly in building the background for an understanding of what is to be read, in introducing meaningfully new vocabulary, and in developing word study skills which are introduced and studied continuously and systematically. Then use your own ingenuity to build more understanding and skills according to the needs of individual children.

Reading readiness is not limited to the beginning of the child's school life, but should be part of every lesson at every level. Take time to introduce each lesson, each unit, and each subject fully, to develop necessary vocabulary and background.

Whether it is at the beginning of a new school year, the beginning of a new story or unit, or preparatory to the teaching of a new reading skill, the readiness period is the time when you can diagnose and evaluate a child's strengths and weaknesses to see what must be done for him before new learnings can take place. It is the period when you can discover everything possible about the needs of the child in the new situation.

To introduce a new lesson in which new vocabulary will be found, do at least three things: (1) arouse the children's interest; (2) build a background

or the story by relating it to their own experiences; (3) use orally the new words which will be met in the story.

A development reading program needs time. The average schedule should give one hour daily, broken into two periods, for primary children, forty-five minutes to one hour daily for intermediate children, and forty-five minutes three times a week for junior and senior high-school students.

The needs will vary with the children, but the time must be provided according to the needs. Can we give too much time to help our pupils master the skill of reading?

At every grade level there are many levels of reading ability. Because of this wide range, the teacher should group together those children whose reading level is about the same. There may be three or more groups. These groups should be very flexible. Children should be moved up or down when progress, or the lack of it, justifies the change.

While the teacher is devoting her attention to one group, the other pupils of the class may be engaged in activities requiring a minimum of direct supervision. They may use library books or work-study materials.

Groups should never be called by such obvious names as those I heard one teacher use--Beavers, Squirrels, and Turtles! Children are prone to live up to your expectations of them--they'll be as slow as the slowest turtle if you seem to expect it. Why not change the name each week--call the group by the name of a child? In that way leadership is developed, responsibility is accepted, and no one is typed as a "Turtle." Set up standards for the choice of the group leader. Help the child to feel the importance of leadership and of being chosen the leader.

When a supervisor or other guest is visiting, don't whisper loudly, "This is my 'slow' group," or "These are my 'tag-alongs'." Children are sensitive enough to their psychological environment to realize that they are being typed--and nobody likes to be a "tag-along."

In responsive lessons, it is a good plan first to ask the children who know. Then you can re-word the question and give the slower ones an opportunity to respond, so that all participate.

In checking her pupils' comprehension of a story that has been read, a teacher should never ask questions which merely require a "yes" or "no" answer. The questions should demand critical thinking--the ability to draw inferences from implications, to make comparisons, to draw conclusions, to predict outcomes, to see relationships, to evaluate content, and to relate the episodes of the story to personal experiences.

Questions such as "Why do you like the story?" are to be avoided. Too often the answer is simply "Because." A better question would be "What do you like about the story?" A "what" question requires a definite answer and a knowledge of what has been read, and it does not limit the child's expression of her personal opinion.

In short, reading is thinking, and the teaching of reading must develop the power to think. Children must be taught not just to read, but to read thoughtfully.

## 22 HOW EFFECTIVE IS YOUR TEACHING ?

### A Creative Activity for the History Class.

(submitted by Miss D. G. Murphy, of the Eel Ground Indian Day School, Newcastle, New Brunswick. Miss Murphy has a First Class Teaching Certificate with six years of provincial and eleven years of Indian school experience. Her classroom is bright and cheerful, with an enrolment of 42 children, as follows:

Grade I	-	12	Grade V	-	4
" II	-	5	" VI	-	5
" III	-	10	" VIII	-	3
" IV	-	3			Total - 42 )

The teaching of Social Studies is a challenging task. In order to bring unity and meaning to this broad study, we must find some means to enliven the process. I believe that visual education can help us towards a better understanding of both the present and the past.

Let me tell you of a History Project that I feel illustrates the place of art in teaching. My pupils of Grades 6 and 8 are making a movie to depict the nineteen topics of "The Story of New France", taken from "The Story Workbook in Canadian History", by Eleanor Harman & Marsh Jeanneret.

The directions for making a moving picture machine are from "The Art Class in Action" by Joicey M. Horne A.O.C.A. and are simple to follow. Make a box about 18" by 12". Cut a rectangular opening in the front as neatly as possible. On each side near the front is placed a roller made from a broom stick or some similar object. These should be several inches higher than the height of the box. Cut holes to fit the roller at each side of the top and bottom. When roller is firmly secured the machine is ready for operation.

The pupils cut out or drew pictures of various historical events and wrote the script to accompany each picture.

The outline used as a guide was the following:

1. Fish and Furs
2. Champlain Founder of New France
3. Story of Henry Hudson
4. Indians of Canada
5. Eskimos
6. Jesuits
7. How Maisonneuve Founded Montreal
8. Daulac
9. La Salle
10. La Verendyre
11. The Thirteen Colonies
12. Wolfe and Montcalm

The pictures are mounted on construction paper and then pasted on heavy brown paper or wall paper, fitted to the rollers.

Two pupils turn the rollers, while another pupil relates the story on display. These pictures may be saved for future use.

I think this activity proved to the pupils that history can be enjoyable.

23

#### HOW TO STORE USEFUL TEACHING AIDS

It is convenient for teachers to establish a system for keeping readily available, such teaching aids which they have found useful. These include pictures from the Montreal Standard or the Toronto Star rotogravures, illustrative material published by various firms, and articles from teachers' magazines.

Some teachers use scrap books obtainable from fifteen cent stores into which they put sheets of material suitable for special days, birthdays and seasonal projects. Such material is then readily available for lesson plans from day to day.

Other teachers purchase expandible files, storing teaching aids under such headings as Geography - China, Geography - United Kingdom, St. Valentine's Day, Easter, etc.

For designs to be used in art or construction periods, some teachers use separate boxes with one box serving as a store place for designs for each teaching method.

24

#### ONE HUNDRED TYPES OF PRIMARY SEATWORK

This is a new handbook, recently prepared to assist teachers in the development of profitable, interesting Grade 1 seatwork. It is edited and compiled by six public school inspectors of the Niagara Peninsula of the Province of Ontario.

We have examined many primary seatwork bulletins and are usually quite disappointed in what they present. However, we believe that this book is an outstanding contribution in its field and that every primary teacher in Indian schools should have a copy. Therefore, we have ordered enough to be sent to each teacher with grade 1 pupils enrolled and would ask that they requisition at once for this valuable book. You will find the seatwork exercises suggestive.

hly and from these our teachers should be able to evolve many other interesting and profitable seatwork activities. The illustrations are in black and white by Mr. G. E. Tait, Public School Inspector. Order this book at once and USE IT. Teachers both new and old can profit by these exercises.

Among the new Indian day schools which have been opened since the beginning of the 1949-50 academic year are the following:

Louis Bull, Hobbema Agency, Alberta;  
 Goodfish Lake, Saddle Lake Agency, Alberta;  
 Fort Alexander No. 2, Clandeboye Agency, Manitoba;  
 Rosseau River, Portage la Prairie Agency, Manitoba;  
 Peguis No. 2 (second classroom) Fisher River Agency, Manitoba;  
 " " 3 " " " " "  
 " " 4 " " " " "  
 Rocher River (two-room) Fort Norman Agency, Northwest Territories;  
 Oneida No. 2 (second classroom) Caradoc Agency, Ontario;  
 Walpole Island No. 1 (third classroom) Walpole Island, Ontario;  
 Long Plain, Portage la Prairie Agency, Manitoba;  
 Pelican Lake, Duck Lake Agency, Saskatchewan;  
 Sweetgrass, Battleford Agency, Saskatchewan;  
 Poundmaker, " " "  
 St. Francis, Crooked Lake Agency, Saskatchewan;  
 Chemawawin, The Pas Agency, Manitoba;  
 Big Horn, Stony Agency, Alberta;  
 Oxford House No. 1, Nelson River Agency, Manitoba;  
 Mountbatten, Chapleau Agency, Ontario;  
 Alexis, Edmonton Agency, Alberta;  
 Ryerson, Parry Sound Agency (second classroom) Ontario;  
 Ucluelet, West Coast Agency, British Columbia; (two-room)  
 Pointe Bleue (third classroom), Pointe Bleue Agency, Quebec;  
 Sagamook, (second classroom) Sault Ste. Marie Agency, Ontario;

The following schools are in course of construction and should be finished for the Easter term:

Long Lake, Saddle Lake Agency, (Saddle Lake #2) Alberta;  
 Frog Lake, " " " Alberta;  
 Cape Mudge, Kwawkewlth Agency, British Columbia;  
 Alert Bay (two-room addition), Kwawkewlth Agency, B. C.;  
 Gilford Island, Kwawkewlth Agency, British Columbia;  
 Lakalsap (2 rooms) Skeena River Agency, British Columbia;  
 Kincolith (2 rooms) " " " " "  
 Hartley Bay (2 rooms) Skeena River Agency, B.C.  
 Moraviantown (second classroom) Moravian Agency, Ontario;  
 Peigan, Peigan Agency, Alberta;  
 Upper Hay River, Fort Vermilion Agency, Alberta;  
 File Hills Colony (2 room) File Hills Agency, Saskatchewan;  
 Whitefish Bay (2 rooms) Kenora Agency, Ontario;  
 Lorette (2 rooms) Lorette Agency, Quebec.

We are pleased to receive many and varied reports of the Christmas concerts and entertainments which were held in our Indian day and residential schools during the recent festive season. We feel that many Indian parents and others receive a valuable insight into the operation of our Indian schools through the medium of these concerts.

The Alberni Residential School proudly reports eight pupils taking grade 9, 5 pupils taking grade 10, one taking grade 11 and two taking grade 12 at the high school in Alberni. These pupils live in the Alberni Residential School and commute daily to Alberni.

Miscellaneous News (cont'd.)

We also commend to editors of Indian school magazines the "Western Eagle", published by the Alberni Indian Residential School.

From the Lebret Residential School comes word of still another Indian boy trying out for professional hockey. Art. Obey, centre star of the Lebret School team, has had a tryout with the Moosejaw Canucks Juniors.

The Lebret Residential School is now also publishing a school newspaper entitled "News of the Month".

Our most northerly schools are the two residential schools at Aklavik, Northwest Territories; our most southerly school is the Walpole Island Day School, near Wallaceburg, Ontario. Our school farthest to the west is the Masset Day School on Queen Charlotte Islands (although the Skidegate Day School also on Queen Charlotte Islands, may dispute this latter point). Our school farthest to the east is the Lennox Island Day School, on Prince Edward Island.

The "Tillicum", published by the Christie Residential School, has been very cooperative in publishing news of the new Kyuquot Indian Day School in its monthly magazine. The Lebret News of the Month is also printing news of the nearby Piapot Indian Day School.

This is a very fine idea and we hope that other residential schools publishing school papers will also print news of nearby day schools.

What are you planning for National Health Week January 29th to February 4th?

Two of our schools are vying for honours in fielding the first All-Indian rugby team in Canada.

In the Spanish Residential School magazine "The Club Srat" for December 1949, we find the following paragraph:

"Next September Spanish will be filling the air with footballs. Our strength lies in speed, deception, ball handling and forward passing. The Spanish boys took to the game like a duck to water, so who knows, perhaps we shall be the Notre Dame of Algoma".

At Lebret too we read of vigorous caperings on the campus every morning after breakfast (not in this snow we hope).

PICTURES OF THE KING AND QUEEN

Just as this issue of the Bulletin was being run off, we were advised of the arrival of the long awaited pictures of the King and Queen.

For some years now, we have been unable to secure pictures of Their Majesties and our schools have therefore not been supplied with these pictures on requisition.

Last summer we approached the National Film Board and selected an excellent picture, depicting Their Majesties in three quarter portrait. This photograph was suitably enlarged and mounted. We then approached various moulding manufacturers and samples were obtained, from which a final selection was made. The order for both the pictures and the moulding has now been filled and the Department of Printing and Stationery are now prepared to ship this stock. A description of the picture is as follows:

SIZE: - 20" x 24"

MOULDING: - Frame is shipped, assembled.

DIRECTIONS: - The picture is shipped with the moulding enclosed between two heavy sheets of cardboard. On arrival, one of these sheets of cardboard is to be cut to size to fit as backing for the photograph. Make application to the Indian Superintendent for local purchase of the glass required. The exact size must be carefully measured.

Insert the glass into the frame, then the photograph and finally the heavy cardboard. With Kraft adhesive paper, seal carefully the cardboard to the back of the frame so that the whole is dust-proof and insect-proof. In this way the picture will remain fresh and clean for some years.

Some pictures were shipped without the frames. Schools receiving these, can now order the frames as a separate item. Do not re-order the whole unit as our stock of the pictures is limited.

All requisitions made for pictures of the King and Queen and which have not yet been filled, have been cancelled. It will therefore be necessary for principals and teachers to re-order these.

ALL orders must be on the form hereunder and, where at all possible, should reach Ottawa by February 20, 1950.

SCALE OF ISSUE:

One picture per classroom. All schools must display a picture of the King and Queen, properly framed as provided herein.

TO THE EDUCATION DIVISION, INDIAN AFFAIRS BRANCH  
DEPARTMENT OF CITIZENSHIP and IMMIGRATION.

There are \_\_\_\_\_ classrooms in my school. Please provide me, therefore, with the following:

(\_\_\_\_\_) pictures of the King and Queen

(\_\_\_\_\_) frames for above.

\_\_\_\_\_  
Signature of Principal or Teacher.

Name \_\_\_\_\_

School \_\_\_\_\_

\_\_\_\_\_  
Signature of Indian Superintendent.

Post Office  
(nearest) \_\_\_\_\_

Express Office  
(nearest) \_\_\_\_\_

Province \_\_\_\_\_

S P E C I A L   O R D E R   F O R M

(for supplies listed in January 1950 Bulletin; send in duplicate to EDUCATION DIVISION, through your Indian Superintendent).

Hectograph Books (see scale of issue in article 18)

- (1) B 383 Study Lessons in Phonics Set 1
- (2) B 384 Study Lessons in Phonics Set 2
- (3) B 385 Getting Ready for Reading
- (4) B 386 Pre-primer - A Book of Little Books
- (5) B 387 Jack and Jill Go To School
- (6) B 388 Jack and Jill at Home
- (7) B 389 A Word Book for the First Grade
- (8) B 390 Play and Work with Numbers
- (9) B 391 Practice Lessons in Art
- (10) B 392 Animal Stories
- (11) B 393 Friends of Field, Stream and Forest
- (12) B 394 Indians, Long Ago and Now
- (13) B 395 How People Live in Other Lands
- (14) B 396 Trains, Boats and Airplanes
- (15) B 397 Geography Map Sets. (Ditto)

Total number of hectograph books to which my school is entitled

Bonus Library Books for Good Day School Attendance (see details in article 19)

Mark the block(s) you wish

Block I including

- B 579 What Am I
- B 580 Little Golden Book of Poetry
- B 581 Singing Games
- B 582 Nursery Songs
- B 583 The Animals of Farmer Jones

Block II including:

- B 584 The Golden Sleepy Book
- B 585 Counting Rhymes
- B 586 The Fuzzy Duckling
- B 587 Good Morning, Good Night
- B 588 Guess Who Lives Here

Block III including:

- B 589 Snow White and the Seven Dwarfs
- B 590 The Poky Little Puppy
- B 591 Bedtime Stories

- B 592 Animal Babies
- B 593 Nursery Tales

## One Hundred Types of Seatwork.

Certificate of attendance for hectograph and bonus library books

The annual average attendance at my school for the 1948-49 academic year was \_\_\_\_\_ pupils; therefore my school is entitled to \_\_\_\_\_ hectograph books (see article 18 for details).

At my day school, I have averaged the attendance for September, October, November and December, 1949, and it is \_\_\_\_\_ %; therefore my school is entitled to \_\_\_\_\_ blocks of library books (see article 19 for details).

(Residential schools CANNOT obtain these bonus library books).

Name \_\_\_\_\_

Signature of Principal or Teacher \_\_\_\_\_

School \_\_\_\_\_

,

Post Office (nearest) \_\_\_\_\_

Signature of Indian Superintendent. \_\_\_\_\_

Express Office (nearest) \_\_\_\_\_

Province \_\_\_\_\_

The Backward Child

Please send me \_\_\_\_\_ copies of this booklet.

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